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An effort has been made to present the subject in the best pedagogical order. After a general introduction, a rather long chapter appears in which the whole history of the development of evolutionary science is outlined, together with the names and contributions of the leading evolutionists. Part II is a presentation of the evidences of organic evolution, beginning with the bodies of evidence most definite and direct, and ending with the less definite and more controversial. Part III deals with causo-mechanical theories of evolution with Darwinism as the central topic. Part IV concerns itself with genetics or modern experimental evolution, and Part V with eugenics, or genetics as applied to human improvement [p. vii].

The book consists largely of excerpts from both the older classical evolutionary writers and the modern writers, these selections being woven together into a unified account by the aid of introductory statements, criticisms, summaries, and special chapters written by Dr. Newman. In general, the language is simple and lucid, being not too technical for the college reader. It is highly desirable that students of education possess a broad view of evolution such as is presented in this book.

G. T. B.

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*Law as a profession for women.*—The main purpose of a recent vocational bulletin<sup>1</sup> is to supply information in regard to opportunities for women in the legal profession and also to give a general account to the activities of women who have had experience in the practice of law. It gives the results of an analysis of the training, practice, and salaried positions of women lawyers.

The chapter on "Training" shows in general the educational requirements for admission to the bar, as well as the necessary preliminary education, the time to be spent in legal study, and the customary methods of training. The various requirements for admission to law schools, methods of instruction, graduation, etc., are shown on the basis of catalogues and correspondence from 129 law schools, an account being given of the advances which have been made in the requirements of these schools. Considerable space is devoted to the kind of prelegal training which is advised by the law schools and also by women lawyers of experience. An analysis is made of the preliminary and legal training of women now in the profession.

The chapter on "Women Admitted to the Bar" gives in a general way the limitations of the profession. The advantages and disadvantages of the various branches of legal specialization are pointed out in some detail. Experiences of women lawyers of extended practice are drawn upon to show the difficulties that will probably be encountered in starting out in the profession and the probable rewards that will come to those who continue it. Some valuable suggestions are given as to the best way to get started, as, for example, whether to become a clerk for a time, a court reporter, a junior partner with an established firm, etc. Considerable discussion is also given to work other than

<sup>1</sup> BEATRICE DOERSCHUK, *Women in the Law*. New York: Bureau of Vocational Information, 1920. Pp. viii+129.

purely legal, in which legal knowledge would be of value, such as social work, business, law librarianship, etc.

The bulletin will be of value to students who contemplate entering the legal profession, both in helping them to decide that point and in providing information regarding their subsequent procedure.

LUTHER LEECH

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*Health teaching in elementary schools.*—There is increasing evidence that the schools are attacking the problem of health education in a much more serious manner than was customary in the prewar years. An encouraging sign of the progress in this field is the manner in which certain agencies are settling down to the task of providing concrete curriculum material and the methods for teaching it. An excellent example of this type of work is provided in a recent bulletin<sup>1</sup> of the Bureau of Education.

According to the statement of the authors, the aims of the pamphlet are: (1) to define the goals for an effective program of health education in our schools, (2) to analyze the various factors of school and community that form an integral part of this program, and (3) to outline in a general way the school health activities and the methods of teaching that may prove successful. In the first part the authors give a number of general suggestions relating to health education in every grade. In the second part more specific suggestions are given, and a specific plan for health education in the various grades is outlined.

The outstanding feature of this pamphlet, which gives it prestige over many other contributions in this field, is that the health teaching proposed is psychologically adapted to the interests of the pupils and that the activities are provided on the play-level. For instance, in the elementary grades health teaching is carried on as a game, the pupils participating in such activities as making health cartoons and learning health jingles and songs, while in the seventh and eighth grades and in the first year of the high school the health teaching deals with group interests. The training in the latter grades is to be derived through participation in civic activities in clubs and student organizations.

The content of this bulletin, which is well adapted to the interests of pupils, provides many stimulating suggestions for the classroom teacher.

W. D. BOWMAN

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*Supplementary reading material.*—The prevailing emphasis upon the practice of extensive silent reading in the schools has produced an increasing interest in a varied type of books which may be used for supplementary work either in the regular reading period or with any of the content subjects. The

<sup>1</sup> J. MACE ANDRESS and MABEL C. BRAGG, *Health Teaching in the Elementary Schools*. "Health Education Bulletin," No. 10. Washington: Department of the Interior, 1921. Pp. 107.